DOCUMENT RESUME

ED 129 119 FL 008 137

AUTHOR Cruz, Lupe
TITLE A Guide for the Bilingual Community Liaison.
INSTITUTION Bay Area Bilingual Education League, Berkeley, Calif.; Bilingual Alternatives for Secondary Teachers and Aides, Berkeley, Calif.
PUB DATE [76]
NOTE 19p.
AVAILABLE FROM Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709 ($2.40)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Bilingual Education; Community Action; Community Coordination; *Community Involvement; Community Responsibility; Community Service Programs; Educational Planning; Ethnic Groups; *Parent School Relationship; Questionnaires; Resource Guides; *School Community Cooperation; *School Community Relationship; Social Responsibility

ABSTRACT

This is a comprehensive guide for a bilingual community liaison with educational institutions. Questions discussed include the reasons for, the role of, and recommended steps for, a community liaison. A calendar of events is provided by the Bay Area Bilingual Education League and the Bilingual Alternatives for Secondary Teachers and Aides, two groups which have set up the bilingual community liaison position. Appendices contain a resource guide, a community assignment form, and a sample parent questionnaire. (Author/AM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED129119

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A GUIDE FOR THE BILINGUAL COMMUNITY LIAISON

B.A.B.E.L.

BAY AREA BILINGUAL EDUCATION LEAGUE

B.A.S.T.A.

BILINGUAL ALTERNATIVES FOR SECONDARY TEACHERS AND AIDES

WRITTEN BY LUPE CRUZ
EDITED BY GENNY CARRILLO

B.A.B.E.L. PRODUCTIONS

** BERKELEY ** OAKLAND ** RICHMOND ** DALY CITY **

1414 WALNUT STREET, ROOM 13
BERKELEY, CALIFORNIA 94709

FL008137

Table of Contents

I. Why? A Bilingual Community Liaison 1

II. Who? Is a Bilingual Community Liaison 3

III. What? Is the Role of the Bilingual Community Liaison 4

IV. How? Steps Recommended for the Bilingual Community Liaison 7

V. B.A.B.E.L. — B.A.S.T.A. Community Liaison Calendar of Events 10

VI. Appendices

A. Resource Guide 11

B. Reporting Forms

I. WHY? A BILINGUAL COMMUNITY LIAISON

Traditionally, Chicano and Latino parents as well as Chinese-speaking parents have shied away from schools and other educational institutions. Organizations such as the P.T.A. and other school functions have not attracted these parents to participate in the educational endeavors of their children. A word of caution is offered here lest this latter statement be misconstrued to mean that Chicano/Latino parents and/or Chinese parents are not interested in the education of their children. Nothing could be further from the truth. All parents are concerned about the education of their children, however some parents, because of linguistic or cultural differences, either have been made to feel incompetent about participating in an educational institution, or they have decided to leave the educational functions to the school system.

To elaborate further on the contention that parents, due to linguistic and cultural differences, have felt incompetent about approaching an educational institution. Chicano/Latino and Chinese parents who speak only Spanish or Chinese as their mother tongue have often steered away from schools for fear that no one at the school sites would understand their language and concerns, thus causing embarrassment to the parents and their children. Further, cultural values in the Chicano and Chinese homes have brought about much respect for a person who is educated. Until recently, Chinese, Chicano, and Latino parents had left the educational functions to the schools without their "interference." Unfortunately, what has prevailed due to the lack of involvement in school functions by Chicano/Latino and Chinese parents has been the misconception that these parents are not interested in the education of their children, or that these parents do not wish to become involved with the school. Due to this break in communications between the school and the Chicano/Latino and/or Chinese home, the concerns of the largest ethnic minority

in California — the Chicano/Latino have gone unnoticed.

This is the reason that the B.A.B.E.L. and B.A.S.T.A. Bilingual Programs have established the position of bilingual community liaison — to bridge this communication gap between the school and the home. Obviously, the bilingual community liaison does not limit his/her duties to working only with the Chicano/Latino or Chinese homes, but rather, with parents and students enrolled in the total bilingual program.

II. WHO? IS A BILINGUAL COMMUNITY LIAISON

A bilingual community liaison is a person recruited from his respective community, who has experienced the life styles/culture, and can communicate in the language of Chicano/Latino and/or Chinese parents as well as in the dominant language of the society.

This person must be familiar with the area which he/she will serve. Further, this person will have undergone a screening process which involves parents in the selection for employment as bilingual community liaison.

Since the job description for the bilingual community liaison requires that a "bridge" be established between the home and the school, the bilingual community liaison must be able to establish rapport not only with parents, but with educators in the school sites as well. A bilingual community liaison is a person who is sensitive to community needs, as well as a person who acts as an ambassador between the home, community, and school.

III. WHAT? IS THE ROLE OF THE BILINGUAL COMMUNITY LIAISON

The bilingual community liaison is responsible for involving parents who have children enrolled in the bilingual program in the implementation of said program in the school district. To do this, the bilingual community liaison spends 90 percent of his/her time in the community and 10 percent at school sites (see the Calendar of Activities, page 10)

The bilingual community liaison thus has the following responsibilities:

I. Job Description — Bilingual Community Liaison

A. Objectives

1) To involve parents of children in the bilingual program in the planning and implementation of the Bilingual Education Program.

2) To set up a viable network to disseminate information concerning the bilingual program to all parents having children in the program.

3) To set up parent meetings once a month to obtain reactions and input concerning the bilingual program.

4) To set up a Parent Advisory Board composed of parents having children in the bilingual program to act as an advisory board to the district Title VII bilingual coordinator.

5) To set up periodic parent workshops in bilingual instruction in cooperation with the bilingual coordinator.

6) To develop effective techniques in getting parents to participate in bilingual classrooms; i.e., visitations, teaching skills which parents possess, and becoming involved in the total education of their children.

7) To develop an effective school—home liaison network; e.g., when parents cannot attend school—then the school must be taken to the parents.

8) To assist community members to enroll in Bilingual Adult Classes in Spanish and ESL in the district.

9) To provide assistance to the school in the recognition and understanding of pupils' backgrounds through direct contact with parents. (Reports to Counseling Department and Coordinator.)

10) To translate and make available pertinent school policies in the event that:

a) a student has distinguished himself, and/or

b) disciplinary action is taken against a student.

11) Attendance Procedures:

a) To check the daily attendance of students in the bilingual programs (with the cooperation of the attendance office).

b) To keep an on-going record of the students' attendance patterns in cooperation with teachers.

c) To make available said information to counselors:

1) Decision for procedures will vary according to the need for the liaison to make phone calls and/or home visits.

2) Check follow-up with the counselor.

3) Make available the weekly report of events to the Assistant Principal of Guidance and the bilingual coordinator.

B. The Community Liaison Shall:

1) Set up parent meetings once each month upon consultation with the bilingual coordinator.

2) Set up a telephone network to disseminate information concerning the bilingual program; i.e., contacting five "key" parents who in turn each call three parents in the bilingual program, etc.

3) Set up a Parent Advisory Board composed of parents from all racial ethnic groups in the bilingual program.

4) Set up Bilingual Parent Workshops once a month or whenever appropriate; e.g., material development, slide shows, and teaching reading and mathematics in Spanish and English.

5) Set up home visitations for teachers, teacher assistants, and other school personnel.

C. The Community Liaison Shall Not:

1) Impose personal values on students, parents, or educators which he/she may possess; i.e., political, religious, etc.

2) Use students, parents, or educators as a "sounding board" for his or her personal problems.

3) Be placed in or take a position where students, parents, or educators are pitted against one another.

4) Be a protective "blanket" for students when they have violated school policies. While the community liaison is obviously sensitive to the needs of the constituants which he/she serves, the community liaison must know where to draw the line between right and wrong.

5) Allow students to become so personnally involved with him/her so as to hinder the role of the community liaison; e.g., telephone calls late at night, "community liaison pets," etc.

IV. HOW? THE STEPS RECOMMENDED FOR THE BILINGUAL COMMUNITY LIAISON

I. Steps

1) Familiarize yourself with the bilingual program which you are serving (goals, objectives, students, teachers, etc.).

   Before going out into the community to share information about the bilingual program, the community liaison must first familiarize himself/herself with the goals, the participants, and other pertinent information regarding the program. The proposal outlining the bilingual program for the district must be at the "fingertips" of the community liaison at all times in order that proper responses may be given to questions posed by parents, students, and other interested persons.

2) Research community resources available.

   In order that parents and students may be properly guided to agencies which can assist them in the community, the bilingual community liaison must find out the locations of such agencies and pay them a visit to become acquainted with the facilities and the personnel of that agency. Whenever parents and/or students need assistance, whether medical, legal, or other services, the community liaison can refer them to the appropriate agency and/or contact person.

3) Research school resources (legal, medical, welfare, free lunch, etc.).

   As in Step 2, the bilingual community liaison must be prepared to guide parents and students to the various offices at the school sites which may render assistance to them.

4) Home contacts (telephone, mail)

   After the bilingual community liaison has become acquainted with the bilingual program and the resources available in the community and at the school sites, he/she is ready to contact parents at their homes via

telephone or mail to inform them of his/her services and to make an appointment for a personal home visit. Parents must gain confidence in the bilingual community liaison to call on him/her for various educational functions. Under no circumstances should a stigma be placed on the bilingual community liaison's visits to the homes; that is, the bilingual community liaison whould visit parents not only when there are problems, but also to share news, suggestions, and comments concerning the bilingual program.

5) Home visits.

After the bilingual community liaison has contacted parents via telephone or through correspondence, a calendar of visits to various homes should be devised. Under no circumstances should the community liaison "drop in" unexpectedly on parents. The community liaison should, at all times, demonstrate consideration and courtesy to the parents; i.e., in the case of smaller children, working parents, etc. During the actual home visits, the bilingual community liaison should concentrate on educational matters affecting members of the home and not on "gossip sessions."

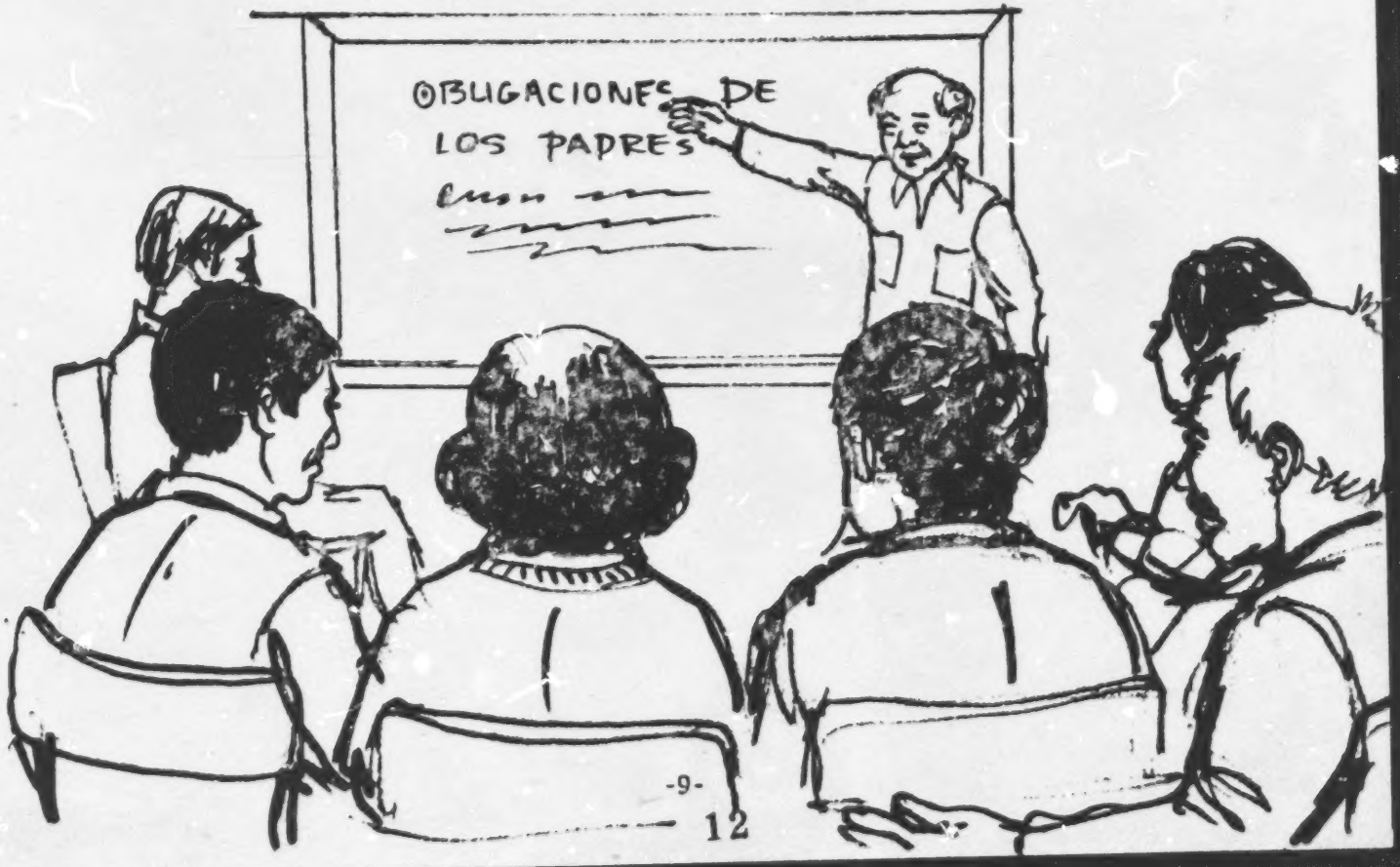
6) Meeting with school officials (principal, nurse, psychologist, counselors, etc.) to define role and how to work together.

In the efforts to bridge the gap between the school and the home, it is incumbant on the community liaison to establish a good working relationship with school officials. Ten percent of the community liaison's time will be spent at the school sites meeting with counselors, the attendance office, nurse, school psychologist, the principal, and teachers. Each community liaison should have a master list of students in the bilingual program, which they then can refer to when meeting with the aforementioned

officials. A progress report on each of the students in the bilingual program should be kept by the bilingual community liaison and shared with the district bilingual coordinator.

7) Set up school site advisory board with recommendations from the bilingual coordinator and principal.

Once the bilingual community liaison has visited parents and school officials, he/she is ready to establish a Parent Advisory Board for the bilingual program in the district. Working closely with the bilingual coordinator, a bilingual Parent Advisory Board is set up and will serve the function of recommending to the bilingual coordinator how to improve the program, participate in the screening of personnel to be employed by the bilingual program, and participate in school functions in the classrooms and at school sites. The Bilingual Parent Advisory Board is to meet once a month or as often as necessary to assure that the program meets it proposed goals and objectives.



V. B.A.B.E.L. — B.A.S.T.A. COMMUNITY LIAISON CALENDAR OF EVENTS

Sept	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
First Week Liaison Schedule *1-2-3-4-5-6	Liaison Schedule *5-6-7	Liaison Schedule *5-6-7	Liaison Schedule *5-6-7	Liaison Schedule *5-6-7	Liaison Schedule *5-6-7	Liaison Schedule *5-6-7	Liaison Schedule *5-6-7	Liaison Schedule *5-6-7	Liaison Schedule *5-6-7
Sept. 16 Mexican Independence Day (equivalent to July 4)	Parent Advisory Board Potluck	Parent Advisory Board Meeting	Parent Advisory Board Meeting	Parent Advisory Board Meeting	Parent Advisory Board Meeting	Parent Advisory Board Meeting	Parent Advisory Board Meeting	Parent Advisory Board Meeting	Parent Advisory Board Meeting
	Oct. 12 Día de La Raza	Nov. 20 Día de la "Adelita" (Mexican Revolution)	Operation Santa Claus (students)	Meeting with Mid-Term Graduates & Counselors	Día de los Enamorados	Saint Patrick's Day	Meeting with Candidates for Graduation	Día de las Madres	GRADUATION
	Homecoming Parade (Daly City)	Día de Dar Gracias	POSADAS	January 6 Día de los Reyes Magos				Cinco de Mayo	
	Halloween Día de los Difuntos		Meeting with Mid-Term Graduates & Counselors				Summer Jobs ←	→ Summer Jobs	

* Please refer to numbers under "Steps", Chapter IV, pages 7 - 9

APPENDICES

APPENDIX A.

DIRECTORIO DE RECURSOS EN LA COMUNIDAD
(B.A.B.E.L. — B.A.S.T.A.)

B.A.B.E.L. — B.A.S.T.A. COMMUNITY RESOURCES HANDBOOK

José Luís Orozco
Bilingual Community Liaison
Berkeley Unified School District

CENTROS DE COMUNICACION E INFORMACION

Nombre	Dirección y Telefono
BIBLIOTECA LATINO-AMERICANA LATIN AMERICAN LIBRARY Material en Inglés y Español. Libros, Revistas, Periódicos, Discos, Películas, etc. Personas a cargo de la biblioteca: Sra. De la Cruz Sra. Koleszar	1449 Miller Avenue Oakland, CA 94601 Phone: 532-7882
BABEL MEDIA CENTER Biblioteca T.V. Studio Teatro de Titeres Cine Director: Bill Wagner	1033 Heinz Street Berkeley, CA 94710 Phone: 849-3191
PERIODICO "EL MUNDO" Información en Inglés y Español de actividades en el Area de la Bahía Para más información, favor de llamar al Sr. Ugarte	630 20th Street Oakland, CA 94612 Phone: 763-1120

COMIDA MEXICANA

MEXICAN FOOD

Nombre	Dirección y Telefono
Restaurant "LA BORINQUEÑA"	582 - Seventh Street Oakland, CA 94607
Tamales Tacos Burritos Enchiladas Pan Mexicano	Phone: 444-9954
Antonio y Paz Ramos (Propietarios)	
"CASA ROMO"	901 Hearst Avenue Berkeley, CA
Tienda Mexicana Tortilleria Tortilla Factory	Phone: 843-4763
Sra Teresa Barajas	1633 University Avenue Berkeley, CA
Tortillas de harina y de maíz hechas a mano.	Phone: 841-5837
Ponchos y jorongos tejidos a mano.	

GRUPOS DE DANZA

Nombre	Dirección y Telefono:
BALLET FOLKLORICO "AZTLAN" Director: Javier Salazar	Richmond, CA Phone: 237-9574
BALLET FOLKLORICO DE "CASA DE LA RAZA" Para mayor información pueden llamar a la Sra. Madero	Berkeley, CA Phone: 525-1917
BALLET FOLKLORICO DE RICHMOND Directora: Teresa Fox	Richmond, CA Phone: 237-3932
"LOS MATLACHINES" Danzas aztecas, yakis, etc. Director: Mariano Tapia	1061 Valencia Street San Francisco, CA 94110 Phone: 824-4387

GRUPOS DE TEATRO

"LOS TOPOS" Teatro bilingue de improvisación. Directora: Barbara Melick	Oakland, CA Phone: 524-1019

MUSICOS

LARRY FINLAYSON Cantante y guitarrista	Berkeley, CA Phone: 644-6154
JOSE - LUIS Cantante y guitarrista	Berkeley, CA Phone: 644-6155
MARIA SILVA Cantante y maestra de baile	1654 Chestnut Street Berkeley, CA Phone: 525-0793

PROGRAMAS DE RADIO Y TELEVISION

Nombre	Dirección y Telefono
"ALMA DE BRONCE" Con Marcos Gutiérrez los domingos a las 12 del mediodia.	KRON-TV — Channel 4 San Francisco, CA Phone: 441-4444
"MI CASA ES TU CASA" Todos los domingos a las 10 de la mañana.	KNTV — Channel 2 Oakland, CA Phone: 834-2000
"LOS CUENTOS DE MI PUEBLO" Con José-Luís y Bill Wagner todos los miercoles a las 10:30 a.m. en Berkeley y los jueves a las 7:30 p.m. en Richmond.	Cablevision — Channel 6 Berkeley, CA Phone: 849-3191 or 644-6154
"REFLEXIONES DE LA RAZA" Con Raúl Torres los sabados a las 11 de la mañana.	KPFA Radio 2207 Shattuck Avenue Berkeley, CA Phone: 848-6767

SERVICIOS SOCIALES

Nombre	Dirección y Telefono
B.A.B.E.L. Bay Area Bilingual Education League	1414 Walnut Street, Room 13 Berkeley, CA 94709
José-Luís Orozco Asistente para la comunidad en Berkeley	Phone: 644-6154
CENTRO MEXICANO-LATINO DE BERKELEY Sra. Josefina Madero	725 Virginia Street Berkeley, CA 94710
Clases de Inglés para adultos con la Sra. Berges	Phone: 525-1917
CLINICA DE LA RAZA Srta. Julia Olguin	1415 Fruitvale Avenue Oakland, CA Phone: 261-4774
CLINICA DEL OESTE DE BERKELEY Sra. Carvajal	830 University Avenue Berkeley, CA Phone: 644-6939 644-6940
FREE CLINIC Abierta las 24 horas del día	2339 Durant Avenue Berkeley, CA Phone: 548-2570
CENTRO LEGAL DE LA RAZA Sr. Raúl Contreras	1409 - 35th Avenue Oakland, CA 94601 Phone: 261-3721
ASISTENCIA LEGAL DE BERKELEY LEGAL AIDE Sr. Montaño	2229 Fourth Street Berkeley, CA 94710 Phone: 841-9274